

LESSON

34

RUBRIC

Persuasive Writing

COPYMASTER

**Directions:** Evaluate a persuasive essay using the table below. For each element of the essay, check “Strong,” “Average,” or “Weak.”

	3 (Strong)	2 (Average)	1 (Weak)
Ideas	<ul style="list-style-type: none"><li>• Claim is focused and clearly identifies issue and writer’s position.</li><li>• Evidence supports each reason.</li><li>• Writer clearly explains how reasons support claim.</li><li>• Counterarguments are anticipated and answered.</li></ul>	<ul style="list-style-type: none"><li>• Claim is too broad or too narrow but loosely identifies issue and writer’s position.</li><li>• Evidence supports most reasons.</li><li>• Writer usually explains how examples support thesis.</li><li>• Counterarguments are sometimes answered.</li></ul>	<ul style="list-style-type: none"><li>• Claim is unclear or missing.</li><li>• Evidence is not relevant or is too scarce.</li><li>• Writer does not explain how reasons and evidence support claim.</li><li>• Counterarguments are not mentioned.</li></ul>
Organization	<ul style="list-style-type: none"><li>• Introduction clearly presents subject and draws reader in.</li><li>• Transitions clearly show how ideas connect.</li><li>• Organization is logical and consistent.</li><li>• Conclusion summarizes ideas and makes a call to action.</li></ul>	<ul style="list-style-type: none"><li>• Introduction presents subject but does not draw reader in.</li><li>• Most transitions work, but more are needed.</li><li>• Organization shows logic but is inconsistent.</li><li>• Conclusion simply summarizes ideas.</li></ul>	<ul style="list-style-type: none"><li>• Introduction does not clearly set up what the essay is about.</li><li>• Essay lacks an identifiable conclusion.</li><li>• Writer uses few or no transitions.</li><li>• Organization is random or disjointed.</li></ul>
Voice	<ul style="list-style-type: none"><li>• Tone and voice suit purpose and audience.</li><li>• Writing reflects active engagement with topic.</li></ul>	<ul style="list-style-type: none"><li>• Tone and voice suit purpose and audience but seem flat or direct.</li><li>• Writing engages topic inconsistently.</li></ul>	<ul style="list-style-type: none"><li>• Tone and voice do not suit purpose or audience.</li><li>• Writing does not reflect active engagement with topic.</li></ul>
Word Choice	<ul style="list-style-type: none"><li>• Well-chosen words and phrases effectively persuade reader.</li><li>• There are no errors in logic or inappropriate appeals to emotion.</li></ul>	<ul style="list-style-type: none"><li>• Familiar words and phrases communicate but rarely persuade reader.</li><li>• There are some errors in logic and inappropriate appeals to emotion.</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary is limited.</li><li>• Frequent errors in logic and inappropriate appeals to emotion distract the reader.</li></ul>
Sentence Fluency	<ul style="list-style-type: none"><li>• Sentences vary in length and structure.</li><li>• Sentence beginnings are varied.</li></ul>	<ul style="list-style-type: none"><li>• Sentence length and structure vary a little.</li><li>• Sentence beginnings have some variety.</li></ul>	<ul style="list-style-type: none"><li>• Sentences do not vary in length and structure.</li><li>• Many sentences begin the same way.</li></ul>
Conventions	<ul style="list-style-type: none"><li>• Spelling and punctuation are correct.</li><li>• Grammar and usage are correct.</li><li>• Paragraphing reinforces organization.</li></ul>	<ul style="list-style-type: none"><li>• Spelling and punctuation are uneven.</li><li>• Grammar and usage are not always correct.</li><li>• Paragraphing is sometimes inconsistent.</li></ul>	<ul style="list-style-type: none"><li>• Spelling and punctuation are often wrong.</li><li>• Many grammar and usage errors are present.</li><li>• Paragraphing is missing or irregular.</li></ul>

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